

## Task Review Protocol

*National Center for Research on Evaluation, Standards and Student Testing*

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### Explanation and Considerations for Use

This Task Review Form, adapted from materials offered by the National Center for Research on Evaluation, Standards and Student Testing (CRESST), contains widely accepted criteria that the schools can employ to evaluate the quality of a task and decide whether a task is of sufficient quality to be included in a student's graduation portfolio. The form also contains space for the user to rate the task and include any relevant comments.

For current information on CRESST and other tools and resources relating to assessment, visit <http://www.cresst.org/>.

This tool was created and/or compiled by The Rhode Island Department of Education and The Education Alliance at Brown University, with the generous support of the Bill & Melinda Gates Foundation. 1

<http://www.ride.ri.gov/highschoolreform/dslat/>  
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## **Task Review Protocol**

This task review protocol is partially adapted from Rubric for Scoring “Performance” Assignments (SERVE) and Quality Assignment Rubric (CRESST)

The attached review form contains three sections, which are explained below.

### ***Section 1:***

The first section asks you to evaluate a task using a Likert scale and by providing short responses in five categories:

- (1) Alignment**
- (2) Cognitive challenge**
- (3) Design**
- (4) Value beyond school**
- (5) Student motivation**

These five categories represent aspects of quality assessment. Each review category contains a series of descriptors. Task reviewers are to indicate the degree to which the descriptors are true of the task under review, using a 1 (not at all true of task) to 3 (very true of task) scale. In addition, reviewers are to provide a written rationale for their ratings for each descriptor, suggestions for improving each category of the task, and other feedback that might be instructive to task developers.

The five categories are largely discrete. For example, the task you are reviewing could be aligned to standards without having any value beyond school, or, it might be well-designed without being particularly challenging. Please do your best to limit your responses to the specific questions and criteria of each category.

### ***Section 2:***

The final section asks you to provide additional comments regarding the task.

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<b>Alignment</b> refers to the degree to which <task name> reflects a consistently focused alignment					
When given the feedback you offer, does the alignment, the strategies, and the grading criteria.					
		1 Not at all true of task	2 Somewhat true of task	3 Very true of task	Rationale for Rating
<b>Category 1: Alignment</b>	1. The standards/expectations targeted by the task are focused and easy to find.				
	2. The standards/expectations targeted by the task represent the heart of their respective discipline(s) and are worth the assessment time devoted to them.				
	3. The proficiencies assessed by the task are aligned to appropriate standards.				
	4. The task reflects rigorous and clear expectations that are age and grade level appropriate.				
	5. The proficiencies assessed by the task match the assessment strategies used in the task.				
	6. The proficiencies assessed by the task are aligned to the grading criteria or rubric.				
	What concrete suggestions can you offer that would improve the <b>alignment</b> of this task? Please provide examples/counterexamples.				

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<i>Cat ego</i>	<i><b>Design</b> refers to the degree to which task developers translated standards/expectations into high-quality assessments that will yield accurate results.</i>				
		1 Not at all true of task	2 Somew hat true of task	3 Very true of task	Rationale for Rating
<i><b>Category 2: Cognitive challenge</b></i>	1. The task requires students to recall, recite, and/or reproduce information such as a fact, definition, term, or a simple procedure, and/or perform a simple algorithm or apply a formula.				
	2. The task requires students to summarize, interpret, infer, classify, organize, collect, display, and/or compare.				
	3. The task requires students to explain, generalize, connect ideas, draw conclusions, cite evidence, and/or apply concepts to new situations.				
	4. The task requires students to develop hypotheses, perform complex analyses, and/or analyze and synthesize information from multiple sources.				
	5. The task needs to be completed over an extended period of time. (The time needed to complete the task is not considered “extended” if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking.)				
	6. The major cognitive demand of the task is inadvertently placed and is other than the targeted content, concept, skill and application. (For example, excessive reading demands, cultural bias, or specialized knowledge could be reasons for some students to fail at the task even though they have the content knowledge, understanding and skills being assessed.)				
	What concrete suggestions can you offer that would improve the <b>cognitive challenge</b> of this task? Please provide examples/counterexamples.				

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	1 Not at all true of task	2 Somewhat true of task	3 Very true of task	Rationale for Rating
1. The purpose(s) of the task are clearly identified, explicit, and elaborated in a form that makes sense to students.				
2. Student performance on the task provides an accurate measure of proficiency in relation to the specified standards/expectations.				
3. Task assessment method(s) tightly match the intended purpose(s) and are the most effective method to measure the intended proficiency.				
4. The task is a valid measure of the intended proficiency (i.e., it accurately measures the intended proficiency).				
5. Clear procedures are outlined for students to complete the task, and the time allowed is appropriate.				
6. The grading criteria or rubric(s) are clear and cover the most important aspects of what defines proficiency in the intended standards/expectations.				
What concrete suggestions can you offer that would improve the <b>design</b> of this task? Please provide examples/counterexamples.				
What additional feedback can you offer about the <b>design</b> of this task?				

<b>Category 4: Value beyond School</b>	<b><i>Value beyond school</i> refers to the degree to which the task helps prepare students to apply and use knowledge and skills beyond the school setting.</b>				
		1 Not at all true of task	2 Somewhat true of task	3 Very true of task	Rationale for Rating
	1. There is a significant value to the student in completing the task in terms of preparation for real-world demands.				
	2. The task requires the student to produce a product, exhibition, or performance AND/OR use skills and strategies (e.g., problem-solving) that have application to the real world.				
	3. The task requirements reflect adult or real-world cognitive challenges (e.g., writing news articles, organizational memos, summarizing key research, solving a problem, etc.)				
	4. Students are provided with opportunities to organize their learning, structure activities, select methods for solving problems, and demonstrate mastery.				
What concrete suggestions can you offer that would improve the <b>value beyond school</b> of this task? Please provide examples/counterexamples.					

	What additional feedback can you offer about the <b>value beyond school</b> of this task?
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Category 5: Student motivation	<i><b>Student motivation</b> refers to the degree to which the design of the task encourages high levels of student interest and motivation to complete the task.</i>				
		1 Not at all true of task	2 Somewhat true of task	3 Very true of task	Rationale for Rating
	1. Task components are designed to appeal to the personal interests of the largest number of students possible.				
	2. Task components provide opportunities for students to work with others on problems, issues, products, or projects.				
	3. The task provides opportunities for students to present their work to an audience outside the school setting.				
	4. The task components encourage students to choose from and employ a wide range of technologies, formats, and modes of presentation.				
	5. The task is perceived by students to be within reach if the effort is expended.				
	What concrete suggestions can you offer that would improve the <b>student motivation</b> to complete this task? Please provide examples/counterexamples.				

	What additional feedback can you offer about the <b>student motivation</b> aspect of this task?
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**Section 3:**  
***Other Comments***

Do you notice anything in the task or the way it is carried out that might not allow students to be able to adequately demonstrate what they know and can do? This includes any of the issues examined in the previous section, as well as contextual factors and student characteristics.